

Use of Art Therapy in Children and Its Effects on Psychological Well-Being: A Meta Review

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ABSTRACT

Art is a very expressive way to communicate the way an individual feels and experiences. It has been used as a therapeutic technique since the 1940s. It is enjoyed by all ages and has been beneficial when combined with other psychological treatments. This review study has explored the existing research on Art therapy in Children and its effects on psychological well-being. The literature search has identified 25 research articles that included the use of Art therapy in children. In the articles, the population included children with various types of mental health concerns. The findings indicated that there is still very less research evidence on the effect of art therapy on children's well-being. Nevertheless, there were results that also indicated art therapy can facilitate self-exploration which can help individuals reach their optimum potential. Most researchers have narratively elaborated on the results rather than empirically. Some studies also focused on the study designs which concluded that single group design showed a positive effect of art therapy. Art therapy is not only beneficial for the client but also helps the therapist explore the in-depth feelings and experiences for a better understanding. It has benefits in reducing negative psychological effects in children who have undergone traumatic experiences. Additionally, it has been seen that art therapy is an effective technique to improve children's quality of life; anxiety; self-concept; problem-solving skills, attitudes towards school; emotional and behavioral difficulties.

Keywords: *Art therapy, Well-being, Art mediums, Children, Psychological Well-Being*

The optimum social, emotional, and psychological functioning of an individual is known as well-being. Well-Being is an important goal and stepping stone to becoming a fully functional human being. Inculcating the practice of maintaining and enhancing our well-being as a child should become a practice. (Brown, 2003)

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Figure 1: Components of Well-Being

Psychological Well-Being

Figure 1 shows the components of psychological well-being. The components are Autonomy, Self-Acceptance, Manage Complex Situations, Goal Settings, Good Interpersonal Relationships, and Personal growth. An individual with good psychological well-being will be having a balance of all these components. Children are the future and they are the change makers contributing effectively to society. (Bandura, 1995). Nurturing children with love, care and support can go a long way toward them becoming the individuals they want to be and achieving the goals that they have to set for themselves. Children observe and learn from their environment during their developmental years which indicates that they are vulnerable to all kinds of positive as well as negative exposure. These early experiences mold the child into an individual and build their personality. (Smetana, 2010)

Art is a very expressive way to communicate the way an individual feels and experiences. Art therapy as a technique has been a useful way to build rapport with children and make them comfortable. (Nguyen, 2015) It is a safe outlet for emotions that are not easily put into words. Art also is a healthy and simple way of dealing with difficult situations at an individual’s personal pace. It also helps the individual to introspect. (Eisner, 2008) The review will help understand the benefits of art therapy as a technique and if it can be used to build better communication and healthier ways of coping with issues.

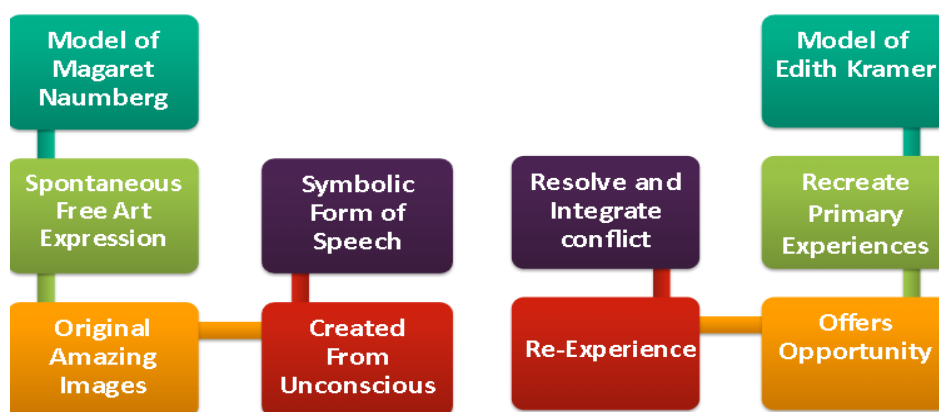


Figure 2: Shows the two prominent models of art therapy.

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Magaret Naumberg who is the mother of Art therapy came up with the model based on psychoanalysis. She has emphasized the children engaging in spontaneous free art expression produced creative images from their unconscious. These unconscious repressed thoughts serve as a symbolic form of speech. Edith Kramer's theory suggests that when effectively used, art allows the individual to recreate the primary experiences by re-experiencing, resolving, and integrating the conflicts.

The basic characteristics of Art based therapy are firstly non-verbal communication which is the first form of communication between the infant and caregiver. Thoughts and feelings need not be verbalized or limited to verbal language which is facilitated by art therapy. The other characteristic is the metaphoric imagery of art which provides the therapist and clients insights into their feelings. The symbolic and aesthetic expression can help clients reconnect with themselves. (Malchiodi, 2012) The functions of art therapy are both developmental and therapeutic. In the therapeutic context, it is used to integrate and re-integrate the personality through visual art imagery created by the client. In the developmental context, it uses the knowledge of the child's developmental stages involving conflicts and issues effecting the development of the child. (Hoffmann, 2016)

Art and Trauma

Nadinevan Westrhenen and Elzette Fritz explored art therapy as an intervention mostly in traumatized children. Their research has given insight into the existing uses of art therapy and its effectiveness to treat trauma. Creative Art Therapy is used by mental health professionals to identify and address the childhood trauma that could be caused due to direct or indirect events. The authors evaluated the methodology used, population, as well as theoretical frameworks and have focused on the reliability, validity, and trustworthiness of such research findings. In the articles reviewed it was found that most researchers have elaborated on the process narratively rather than empirically. The research suggests that therapists and researchers should work collaboratively to develop creative art therapies which are more empirically reliable and effective. (Fritz, 2014)

Leslie G.Eaton et al. have reviewed the methods used to establish the effectiveness of art therapy as a treatment technique for traumatized children. The authors have reviewed exclusively the articles focusing on art therapy as a treatment for traumatized children. Art therapy helps individuals safely express their feelings and emotions this outlet facilitates recovery from any psychological distress. The results show that art therapy has been used globally for various issues and their treatment in children who are experiencing negative psychosocial distress due to exposure to traumatic life experiences in the primary stages. (Leslie G.Eaton Ph.D. Kimberly, 2007)

Exploring various Art modalities

Michal Sholt MA & Tami Gavron MA studies the diagnostic and therapeutic qualities of clay-work in contemporary conceptualization. In their study, they have drawn the explanations from studies on the use and practice of art therapy, attachment theory, object relations, and psychoanalytic theory. They have highlighted three main features of clay-work as an art therapy medium. Firstly, the procedural expression gives access to non-verbal communication of the clients self and their relationship with others. The second feature is constructive and deconstructive aspects that enable the clients to explore their transforming abilities and supports identity development. Thirdly the sensual and primary qualities of clay engage the client in procedural communication, clay-work allows and even invites regression processes that are crucial in therapy. The experience of clay work and its features

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have been found to significantly contribute to self-exploration which helps in the identification of primal experiences of the self and its dynamic impact on the client. This journey of in-depth self-exploration helps the client in reaching their potential. (Sholt, 2006)

Art therapy for post-institutionalized adopted children

David Henley has studied the art therapy approach to reactivity and detachment in post-institutionalized adopted children. It was found by the author that Art therapy should be used as a facilitator for the union of family. The treatment focus should not be solely on the child but inclusive of the caregiver and others close to the child. As a part of the treatment, it is important that the therapist understands the emotions and impact of rejection on the child which will help in supporting and guiding the caregivers into understanding the children. (Henley, 2005)

Effectiveness of Art Therapy

Matthew W. Reynolds et al. studied the effectiveness of Art Therapy and its effectiveness. The authors have reviewed 17 research articles published with empirical evidence of the effectiveness of Art therapy. The main focus of the research was to identify the existing trends, findings, and research design used. The authors have found that three types of study design namely single group design, the nonrandomized controlled trial, and the randomized controlled clinical trial have shown similar results on the positive effects of art therapy though the conclusions might appear to be different. Clarification of individual research design differences might give insight into the perceived effectiveness of art therapy. The single group design showed a positive effect of art therapy concluding that art therapy is effective when used in a single group population. The other two group's controlled clinical trials and randomized controlled clinical trials also showed a positive effect of art therapy, resulting in no significant additional beneficial effect of art therapy in comparison to other treatment techniques. (Matthew W. Reynolds PhD, 2011)

Vija B. Lusebrink studied the Underlying Processes of Art Expression in Therapy. The attempt was to understand art therapy and its effect on the brain. Emerging techniques in brain imaging have shed light on the different structures and functions of the brain that are involved in information processing. The paper has focused on the main areas and functions activated in emotional states, the formation of memories, and the processing of motor, visual, and somatosensory information. The individual case examples highlighting the experiences of art and the levels of expression indicate applications of this information to the processes of art therapy. Sensory stimulation is the primary level of intervention with art media. It was found that Visual feature recognition and spatial placement are processed by the ventral and dorsal branches of the visual information processing system. Mood-state drawings showed that different parts of the brain are activated in different emotional states. Activation of sensory components of memories helps in exploring the cognitive and symbolic aspects of those memories. (Vija B. Lusebrink PhD, 2011)

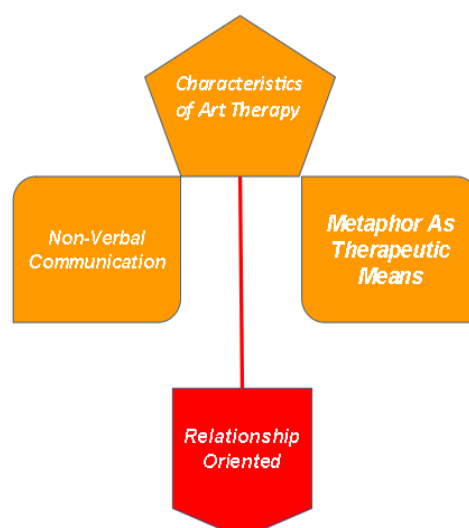


Figure 3 Basic Characteristics of Art therapy

Figure 3 indicates the use of various media in Art therapy ranging from structured like graphite pencils to unstructured like paints. The structured media are resistive in nature whereas the unstructured media are more fluid and expressive. The unstructured media provide a better emotional experience for the client.

Art therapy for the Young

Moula, Z conducted a systematic review to outline the results of school-based art therapy studies, and to assess the effectiveness for children aged 5-12 years old children. About 10 electronic databases were checked along with art therapy journals and books were reviewed. Experts in the field were also consulted for their expert opinion. The articles reviewed included cases where children had asthma, behavioral disorders, oppositional defiant disorders, separation anxiety disorders, learning disorders, and disruptive behaviors. The results suggest that art therapy is an effective technique to improve children's quality of life; anxiety; self-concept; problem-solving skills, attitudes towards school; emotional and behavioral difficulties. (Moula, 2020)

Liat Cohen-Yatziv & Dafna Regev systematically reviewed the literature which aims to contribute to the ongoing discussion in the field of art therapy on the effectiveness of art therapy in a wide range of child-aged clients. The studies reviewed to reinforce the claim that art therapy may help in dealing with post-traumatic symptoms in children successfully. The majority of the studies in this category indicate that for that there is a positive effect on children with disabilities and special needs through the use of art therapy. It was also found that Art therapy may help children who are not diagnosed with specific difficulties but are facing challenges in various areas of life. Art therapy might also be beneficial for children dealing with medical conditions specifically conditions like asthma. Art therapy might also be helpful with juvenile offenders. (Regev, 2019)

Edna Nissimov-Nahum in this paper has presented a model to enhance the effectiveness of individual art therapy with children with aggressive behavior. The study has addressed two main challenges the first being these children might put the therapist in a dilemma on how they will respond to direct or indirect aggressive expressions and how the therapist should build a therapeutic relationship when the clients invoke such strong emotions in the therapist itself. Secondly, the art therapist working in an educational setup often questions if they

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must strive to integrate themselves with the school and if they do so what should be the role of the students and parents. The presented model is inclusive of a survey of Israeli art therapists' interviews with two sub-samples of therapists, who have treated aggressive children and whose cases showed the most and least improvement. This study mainly focused on the therapist practices and their effect on treatment outcomes which bring forth a conceptual model of treatment. The model has highlighted the dual principle of conveying acceptance and directing toward change, which is applied on three levels: the child, teachers and parents, and the therapist. (Nissimov-Nahum, 2008)

Ramin Alavinezhad , Masoumeh Mousavia et.al studied the effects of Art therapy on Anger and Self-Esteem in aggressive children. This research studies focus on the use of art therapy as an intervention technique in the reduction of anger and enhancement of self-esteem among 7-10-year-old children. The study focuses on children specifically as verbal communication is difficult for them and more difficult for children with aggressive tendencies. The study included thirty children and these children were assigned to a control group or the art therapy group equally and randomly. The art therapy intervention was performed once a week for 10 weeks. The variables Self-esteem and anger were measured at the beginning and at the end of 10 weeks, using the Cooper Smith Self-esteem Inventory (1967) and Nelson & Finch (2000) children's inventory of anger. After the intervention period (10 weeks), the art therapy group showed a significant reduction in anger and enhancement of self-esteem compared with the control group, except for the educational self-esteem subscale which did not show much reduction in comparison to the control group. The results obtained indicate that art therapy can reduce anger and enhance the self-esteem of aggressive children. Art in conjunction with the psychological interventions like cognitive-behavioral therapy, art therapy can be used as an intervention mainly focusing on children. (Ramin alavinezhad, 2014)

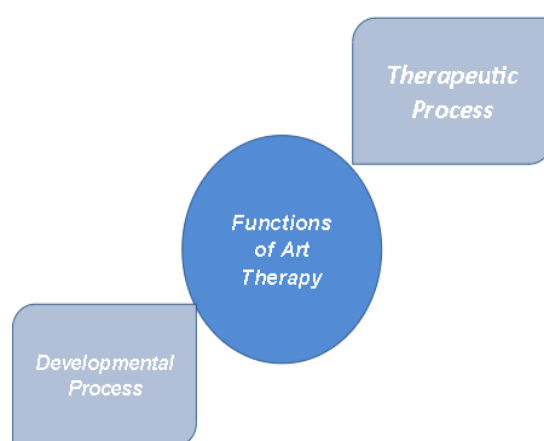


Figure 4: Functions of art therapy

Functions of Art therapy

Art Therapy across ages

Sarah C. Slayton, Jeanne D'Archer et.al reviewed research studies from 1999–to 2007 measuring outcomes of art therapy effectiveness through all ages of both clinical and non-clinical populations. The review is limited to studies that solely use art therapy as a specific intervention. The review concluded that the 35 studies are in support that art therapy is an effective technique but there is very less quantifiable data supporting the effect of art therapy. There is a need for more research as it was found that only a few studies are present

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in which art therapy is used as a treatment plan and has empirical quantifiable results that indicate it is a significant technique in elevating a wide range of symptoms for a variety of people over different age groups. (Sarah C. Slayton MA, 2011)

Daisy & Finn et.al conducted a study in 2019 on the evidence of art therapy in improving health and well-being. There has been a growth in the research on Art therapy and its effects on well-being. Additionally, there has been a development in practice and policy activities in various countries across the WHO European Region. The report has synthesized the global evidence on the role of the arts in improving health and well-being, with a specific focus on the WHO European Region. The results from over 3000 studies have identified an extensive role of arts in preventing illness, promoting health, and managing and treatment of illness across the lifespan. The authors have reviewed the evidence that included research designs like uncontrolled pilot studies, case studies, small-scale cross-sectional surveys, nationally representative longitudinal cohort studies, community-wide ethnographies, and randomized controlled trials from diverse disciplines. Art as a treatment could be beneficial to the individuals who acknowledge and act on the growing evidence base through extensive research. Also promoting arts engagement activities at the individual, local and national levels; while supporting cross-sectoral collaboration. (Fancourt, 2020)

Soonja Kim, and Gabsook Kim et.al conducted a study to investigate the effects of group art therapy which included breath meditation, and its effects on the subjective well-being of depressed and anxious youngsters. The subjects chosen were 24 high students of a school in South Korea. The art therapy program was provided to 13 students, which consisted of 80-min sessions each which, were held once or twice a week for 5 months. The tool used to measure subjective well-being was the Subjective well-being scale of Han (1997), which was adapted from the subjective well-being scale of Campbell, Converse, and Rodgers (1976). The effect of subjective well-being was analyzed using two-way repeated-measures ANOVA. The results indicated a significant improvement in the scores of experimental groups 1 (who experienced art therapy combined with breath meditation) and 2 (who experienced only art therapy), in comparison to the control group (who received no therapy). The follow-up has shown the same results in the follow-up tests indicating the reliability of the effects of art therapy. (Soonja Kim, 2014)

Heather L. Stuckey and Jeremy Nobel studied the current literature on The Connection Between Art, Healing, and Public Health. Creative expression has made a huge contribution to the healing process and has been embraced in many different cultures. History has indicated the use of various mediums like pictures, dance, stories, and chants as a healing technique which brought about a lot of philosophical and anecdotal discussions regarding the benefits of art and healing, but there is a lack of empirical research on this area. Although art therapy is being used as a clinical intervention for centuries and is considered a profession since 1991 most research is theoretical with less emphasis on the specific outcomes. Recent studies have examined systematic and controlled studies for the therapeutic effects and benefits of the arts and healing. In the four areas of music engagement, visual arts therapy, movement-based creative expression, and expressive writing there have been significant positive outcomes of using art to promote healing. (Heather L. Stuckey, 2010)

Nilay Ugurlu, Leyla Akca et.al examined the effect of art therapy as an intervention for PTSD in Syrian refugee children. The authors have studied the presence of psychological symptoms in Syrian refugee children. The study aimed to assess the impact of art therapy as

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an intervention on symptoms of post-traumatic stress, depression, and anxiety in refugee children. The tools used were The Stressful Life Events (SLE) Questionnaire to measure stressful and traumatic experiences, the UCLA Post-Traumatic Stress Disorder Parent version, Child Depression Inventory, and State-Trait Anxiety Scale. The individuals were assessed and a five-day art therapy intervention, based on Skills for Psychological Recovery, was provided. The results indicate that 60.3% (N = 35) of Syrian refugee children who participated had scored high in post-traumatic stress symptoms and were at risk of developing PTSD according to the SLE scale. 23.4% of the children had symptoms of PTSD, and 17.6% displayed severe depressive symptoms. Moreover, 14.4% of the children showed severe levels of state anxiety symptoms and 31.1% showed severe levels of trait anxiety symptoms. The results of this study indicate that the symptoms of post-traumatic stress, depression, and trait anxiety were significantly reduced after the intervention. For the state of anxiety, the symptoms did not change much pre-and post-assessments. It could be concluded that art therapy might be an effective treatment technique to alleviate post-traumatic stress disorder, depression, and trait anxiety symptoms among refugee children. (Nilay Ugurlu, 2016).

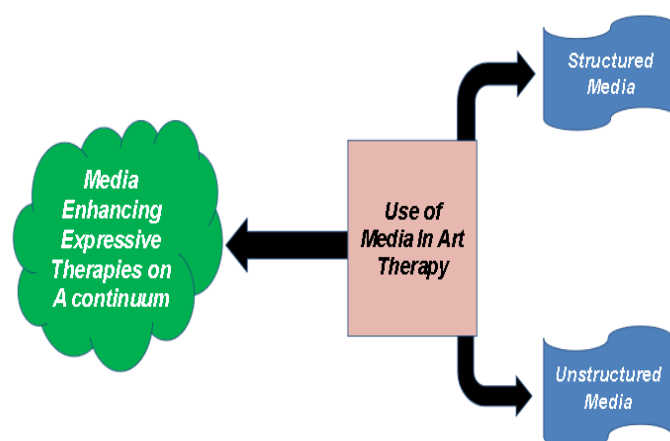


Figure 5: Media used in art therapy

The Use of Media in Art therapy

Zoe Moula, Supriya Aithal et.al conducted a systematic review of child-focused outcomes and assessments of arts therapies delivered in primary mainstream schools. Seven studies were reviewed based on the inclusion criteria which were two pilot-RCTs, two quasi-RCTs, a cluster-RCT, a controlled before-after design, and a study with a grounded theory design. Three types of interventions were included music therapy, two art therapy, and two dance movement therapy. These interventions were implemented over 8–20 sessions and were given for a time period of 45 minutes and 120 minutes 1 to 3 times a week. A total of 358 participants were included ranging from 14 and 138. The geographical locations chosen were the USA, UK, Canada, South Korea, and Saudi Arabia. The children who were a part of the art therapy interventions showed significant improvement in self-esteem, self-confidence, self-expression, mood, communication, understanding, resilience, learning, and aggressive behavior. Additionally, there were small changes in the outcomes of depression, anxiety, attention problems, and withdrawn behaviors. The geographical location, the implementation of art therapy, the outcome assessments, and the quality of the studies varied significantly, on the whole, suggesting taking caution when interpreting the findings. The review has highlighted the areas for improvement in future research and practice based on evidence that is grounded on children's perspectives. The suggested improvements when

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implemented may increase the benefits for children's health and wellbeing, further creating a broader inclusion of art therapies at a national and international level. (Moula Z. A., 2020) Kanchan Dilawari and Nishi Tripathi conducted research on Art therapy as an expressive medium. Art has various uses and can help reduce symptoms of stress, create better communication between client and therapist, and helps them introspect into their own personalities. Art therapy is used in psychology as an intervention to treat psychological disorders as well as enhance the physical, psychological and emotional well-being of all ages. The integration of creative processes in art in combination with psychotherapeutic techniques with help in promoting and improving mental health. The basic belief in art therapy is that engagement in creative processes which is facilitated by the artistic expression of the individual helps in resolving conflicts, developing interpersonal skills, managing behavior, reducing stress, increasing self-esteem and self-awareness, and achieving insight into themselves. A wide range of mental health disorders and psychological distress can be treated through the use of art therapy. (Tripathi, 2014)

Clifford B. Davis has focused on the potential of art therapy in healing grieving children. Many methods and theories are used by therapist while working with grieving children and their families. In this article the mediums used were puppets and drawings. There is a growing interest in death education and counseling for children which is very important. The loss of a loved one on a child leaves a big impact and influences the future losses thereafter. The use of art helps an individual focus on well-being and to build new skills. Additionally, it also promotes self-nurturance and healing. Art therapists use the art for both diagnostic as well as healing purposes. It is used as a therapeutic medium to help children work through emotional conflicts. Group Art therapy has shown excellent promise with children struggling with the loss of a loved one. (Davis, 2009)

Rosalie Rebollo Pratt studied Art, dance, and music therapy as treatment techniques for various psychological issues. The results from a study on children with learning disabilities show that engaging in 28 art activities over a period of 7 weeks shows significant improvement in the participants' drawing of themselves. After the participation in art engaging activities, it was observed that there was a significant improvement in the scores on the Illinois Test of Psycholinguistic Abilities in areas the following areas: visual reception, visual closure, visual associations, visual memory, manual expression, and receptive/expressive tasks. Children's drawings of themselves helped in dealing with children with emotional problems who were earlier resistant to identifying those characteristics in themselves. From the finding four suggestions are as follows: 1. There should be standard definitions of terms to describe disorders and dysfunctions to help in comparing research studies and ascertaining the effects of arts therapies on behavior. 2. There should be a control group should be a part of every future research. 3. There should be research on the collaboration of musicians and health care professionals. University should conduct experimental research programs in the arts therapies which will ensure continued observation of a particular disorder or population resulting insufficient research in these areas. Creative therapies like Art, dance, and music therapy are an integral part of modern health care. In the future, the research on these therapies can be used successfully with other clinical treatments in hospitals, institutions, and private practice. (Pratt, 2004)

Deirdre Heenan studied the contribution of the creative arts in promoting positive mental health and well-being. This research is focusing on a supported recovery program which is based on a case study where an innovative art therapy program was provided by a community-based mental health organization in Northern Ireland. In-depth interviews and

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focus groups were used to explore the experiences of the participants. The findings show that art as therapy improves self-esteem and self-confidence. In addition, it also provided a safe space for individuals to reflect on mental health issues. The experience described by the participants was cathartic and encouraged further engagement in various other projects. The study concludes that those projects that address mental health concerns in a supportive, positive, and on-clinical environment encourage thereby facilitating empowerment and recovery through accessible creative programs. (Heenan, 2007)

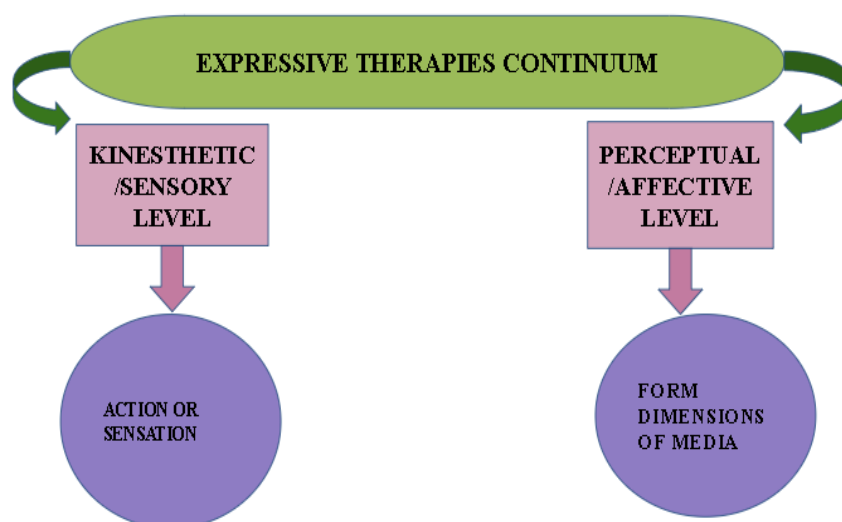


Figure 6: Expressive Therapies on a Continuum

Media that enhance the Expressive Therapies Continuum

Olena Helen Darewych & Nancy Riedel Bowers et.al studied the positive art interventions to promote well-being. Art has been a part of our lives since time immemorial. It has been used as a healing technique by humans across the globe and has enhanced communication. Art is being used as a therapy in clinical settings to promote physical health and psychological well-being in individuals. This research focuses on positive arts interventions like Scribble Drawing, My Strengths Collage, Bridge Drawing with Path, etc. in Australia, Canada, and Ukraine positive arts therapists, positive psychologists, and positive psychotherapists use these interventions in clinical practice for individuals of all ages. This article featured a number of brief and action-oriented clinical positive arts interventions. The results indicated that Scribble Drawing (Cane, 1951) can enhance the individual's imaginative thinking abilities; especially their positive past, present, and future mental images. The My Strengths College and Tree of Life mixed-method interventions bring light to one's character strengths. The Bridge Drawing with Path (BDP; Darewych, 2013) helps individuals creatively explore their life goals whereas A Favorite Kind of Day (AFKD; Manning, 1987) can bring out positive emotions in an individual. My Sources of Meaning photo directive helps them reflect on the significant sources of meaning and the Spiritual Pathway creative exercise invites a person to identify life passageways that lead them to sacred places where they can nurture their soul. It can be concluded that it is important the individual is engaging in their preferred positive art activity on a regular basis which will help them be open to exploring other art forms and make them feel secure to create art in the presence of the therapist comfortably. (Positive arts interventions: creative clinical tools promoting psychological-well being, 2017)

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Rebecca A. Wilkinson & Gioia Chilton conducted a study on Positive Art Therapy: Linking Positive Psychology to Art Therapy Theory, Practice, and Research. The research is to understand the relationship of positive psychology to art therapy and the potential to identify client strengths, create experiences of flow and positive emotions, and express the meaning and purpose of life as well as positive emotions. Positive psychology is an emerging movement in the field of mental health and can contribute to the art therapy profession as well, which aims at contributing to the optimal functioning of an individual. The authors suggest that the practical applications of art therapy highlight the potential of positive art therapy which can be used not only for relief from suffering but for a state of growth and optimal functioning. (Chilton, 2013)

Masoumeh Farokhi conducted a study on Art Therapy In Humanistic Psychiatry. Art may aid in the expression of a range of emotions, including those emotions that are difficult for the patient to articulate as Images and symbols are considered the carriers of emotions and feelings. Art therapy is used in various settings like mental health, rehabilitation, medical, educational, and forensic settings with diverse client populations in individual, couples, family, and group therapy Art therapists have integrated art into their treatment which helps in getting more information from the patient thereby creating a better treatment plan. Art therapy integrates visual arts into the treatment of psychological issues. Art therapy has shown significant improvements in those individuals experiencing developmental, medical, educational, and social or psychological impairment. The aim of art therapy is to make the client a fully functioning human being and improve his/her well-being. (Farokhi, 2011)

Waller D conducted a study on Art Therapy for Children: How It Leads to Change. Art therapy aims to facilitate positive change by engaging in art with the therapist in a safe environment. This article has explored the use of art therapy in children with emotional, developmental, and behavioral issues. The change was observed when there was physical involvement with art materials in the making of an art object; through sublimation of feelings into the images; and through communication with the therapist via the art object. The article's findings suggest that art created in the safe space of an art therapy room might help a child explore and express feelings that are not easily verbalized. The difficult feelings are directed into the object rather than acting out. The child is able to share his or her feelings with the therapist as art is known to build communication between the therapist and child. Art therapists believe that the physical engagement in creative art-making is enjoyable therefore making the child more creative which facilitates psychological development. There is a need for more research that incorporates insights from art education, psychoanalysis, art theory, and ethnology to give a better understanding of the complexities of the relationships between therapist, child, and art object and which will show the process of change. (D, 2006)

Hilary Bungay and Trish Vella-Burrows reviewed the studies on the effects of participating in creative activities on the health and well-being of children and young people. The strict inclusion criteria and exclusion criteria accommodated 20 papers out of which six were quantitative, eight were qualitative and six were mixed-method approaches. The review included the following aspects sexual health, obesity, mental health, and emotional well-being. Though there were methodological weaknesses and limitations in most of the studies there are few consistencies in the findings. The findings indicate that participation in creative art-based activities might positively influence behavior, self-confidence, self-esteem, levels of knowledge, and physical activity. It can be concluded with minimal evidence that the usage of creative activities as a health-promoting strategy might prove to

be useful as a method of increasing knowledge and positive behaviors in children and young people. (Hilary Bungay, 2013)

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Conflict of Interest

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